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ABSTRACT

Four newsletter issues on college instruction cover large class instruction, working with teaching assistants (TAs), preparing a course syllabus, and practical approaches to dealing with cheating on exams. Specific topics include: deciding on content for large class lectures, selecting texts and readings, physical characteristics of the lecture classroom, communicating expectations for the semester to students, maintaining students' attending during a lecture, planning testing and grading at the beginning of the course, selecting TAs, preliminary and on-going meetings with TAs, monitoring TAs' progress, the rationale for having a course syllabus, what to include in the syllabus, different ways that students can cheat, ways to prepare and administer tests to avert cheating, what to do when cheating occurs, and regulations concerning cheating on exams at the University of Illinois at Urbana-Champaign. (SW)

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The materials in the Special Collection on the Training of Teaching Assistants were developed through the active efforts of numerous educators who first met at the 1986 National Conference on the Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants held at the Ohio State University. Assisted by more than 80 individuals, the committee chairs listed below were able to establish the collection which will be developed and maintained by the ERIC Clearinghouse for Higher Education. This arrangement will enable faculty members, faculty developers, administrators, TA supervisors, and graduate teaching assistants to have access to TA training materials produced by institutions across the nation.

Task Force on Establishing a National Clearinghouse of Materials Developed for TA Training

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Illini Instructor Series

Volume 1 - 1987

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Illini Instructor Series
No. 1

TEACHING LARGE CLASSES

Teaching large classes is a major undertaking. It requires academic competence, leadership skills, the capacity to do advance and contingency planning, the ability to organize well and to purposefully carry out plans. Fortunately, many of these qualities are characteristic of faculty members and are frequently used--in mapping out research projects, planning conferences, writing books and research papers. Most of the abilities needed to teach large classes are ones faculty members already possess and can successfully adapt to large-class instruction.

What contributes most to success in large class teaching?

To find answers to this question, the authors interviewed several faculty members recognized as outstanding large-class instructors by their peers and students. We asked them what advice they had to give to colleagues about teaching large classes.

Each one of the large-class instructors indicated that the single most important factor is *organizing before the term starts.*

The time spent planning before the course begins helps eliminate problems later on. According to these instructors, there are several key course elements which require specific attention.

1. Decide early what specific content will be taught.

Usually there is more you'd like to teach than can reasonably be presented in one semester; so you have to select a subset of content. Colleagues will show you how they taught the course before. However, unless there is a required departmental syllabus, most content decisions are up to you. Because of the time required to develop large-class lectures and supporting materials, last minute content changes are difficult. Plan ahead.

2. Anticipate what students already might be expected to know about the topic.

One of the challenges of large-class instruction is to teach so that both the students who lack background can understand, and those who are well-prepared stay interested. Ask another faculty member or a departmental student advisor about the expected level of student preparation and ability. Note which curricula are heavily represented in your class. This information, available on class rosters, may point to prior student preparation in your area. It also can help you select among examples and make assignments that relate to students' experiences.

3. Select texts and supplementary readings well before the course begins.

There are two major reasons for selecting a text carefully. First, many students find it difficult to take accurate notes when listening to an hour's uninterrupted lecture. They rely heavily on their text to clarify the content and their notes. The closer the textbook corresponds to your course syllabus, the more useful it should be.

Secondly, most texts (unless you've written one for the course) do not always accompany the course as you have planned it.

Materials to supplement the text become necessary. In addition to readings, supplementary materials might include problem sets and copies of visuals used in class.

Order texts and supplemental materials early so they are available at the beginning of the term. Written permission must be obtained before copyrighted material can be reproduced. Some copying centers will help you get this permission. Arrangements can be made with a copying center or bookstore to prepare and sell supplementary course materials.

4. Look over the classroom before the first meeting.

When you visit the lecture classroom, pay attention to blinds, the placement of light switches, sources of controlling ventilation and other housekeeping details. A room that is comfortable with only a few people may become uncomfortably warm when full of students.

Make arrangements well before the first class meeting for an overhead projector, a microphone, a slide projector and other teaching aids you want to use. Ask a technician to show you how to replace bulbs and batteries which may routinely run down. Also find out where you can get immediate assistance if the equipment malfunctions during a lecture. You may want to ask your teaching assistants to help you set up the room before each lecture.

Stand in the spot where you will lecture. Practice with the equipment you'll use during class. Note how well your voice carries and how your handwriting looks from the rear of the room. Have another person sit in various seats to give you feedback from students' perspectives.

5. Communicate your expectations for the semester.

At the first lecture of the semester, distribute the course syllabus and direct students' attention to the most important statements.

a. **The course syllabus** usually contains a brief statement of the purpose of the course and what you require of students. It also lists the topics in the order in which they will be presented and the corresponding outside readings.

b. **Examination dates** are included in the syllabus to help students plan their study time. Look at the university's calendar when scheduling examinations: minimize the number of make-up examinations; note the date students can withdraw from a course without penalty; note the date freshmen grades are due. Find out if there are university and departmental statements about giving exams on religious holidays, providing make-up exams for sick students and for students absent for other reasons.

c. **Policies** about student collaboration on homework, late work, makeup examinations and course grading should be written in the syllabus. You also may want to give students information about successful strategies for studying your particular discipline.

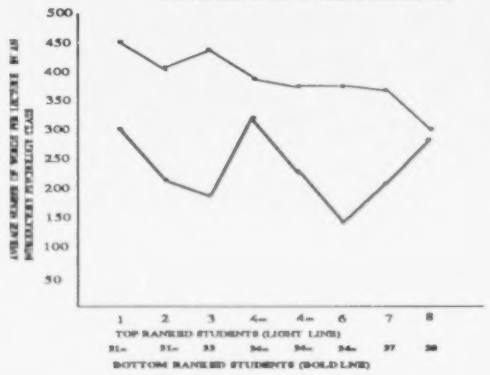
Should I plan to lecture on the first day of class?

Very definitely. Use any available course time. Later in the term, you may want extra time to review or repeat material. The first day of class is also one period that most students are attentive and curious about a course. Take advantage of their interest. A well-organized first class lets the students know that you are competent and prepared, and sets the expectation that they too ought to be conscientious in the course.

What is a reasonable length of time to spend preparing each lecture?

Because students don't ask many questions in large classes, you must usually be prepared to talk for the entire period. The chances of having a good presentation increase the more thoroughly you plan. In addition, many experienced instructors recommend reserving the half-hour prior to class to "psych" up-- review the lecture, check that you have everything you need,

Fig. 1. STUDENT NOTE-TAKING RELATED TO UNIVERSITY EXAM PERFORMANCE



Pauline A. Nye, Terence J. Crooks, Melanie Powley and Gail Tupp. " Student Note-taking Related to University Examination Performance." Higher Education, XIII (1984), 85-97..

and bring yourself up to the energy level needed for a lengthy presentation. Through experience, you'll find out how much time you personally need to prepare a large-class lecture.

How can I keep students' attention during a lecture?

Spending time on lecture preparation is necessary; however that time alone will not guarantee a good lecture. Students cannot learn what they cannot see and hear. In a large class, public speaking skills are important. Speak slowly, loudly and clearly enough to be understood. Don't underestimate the value of a microphone.

Accurate student note-taking is important (See Fig.1). Make sure your writing is legible in every section of the room. Ask students and teaching assistants if they can understand you and read your handwriting. There are several things you can do to help students take complete notes. If you use previously-prepared overhead transparencies, pause in your lecture to allow students time to copy them. Consider making available paper copies of the transparencies. A paper copy might contain major subject headings and complicated formulae and diagrams. If you leave space for additional notes, students can remain active listeners. They have time to listen, and they make fewer mistakes than if they were hastily copying long and detailed material.

Even under the best of conditions, students find it hard to stay alert for the entire class period. There are many little devices which instructors use to keep or regain students' attention . You can:

- alter the pitch and tone of your voice.
- ask a rhetorical question.
- ask students to
  . . .write specific answers to a problem you pose in class.
  . . .write examples or non-examples of key concepts you've mentioned.
  . . .turn to their neighbor and explain why something is an example of a key concept.

For more detailed information about good lecturing techniques, contact campus teaching consultants.

How closely am I expected to supervise teaching assistants?

It is your job to take the leadership role in coordinating the different parts of a course. Meet with your teaching assistants before the first class session to explain the entire course to them and to clearly set out their responsibilities. New teaching assistants are often apprehensive about teaching for the first time. You don't have to be an expert to allay their concerns. Talk with your teaching assistants about teaching. They are especially interested in the "how-to's" of lecturing, leading discussions and interacting with students.

Help your teaching assistants help you.

Talk to and listen to your teaching assistants during the semester. Meet regularly with them. They are a good source of information about different aspects of the course and how well students are learning. In courses where you lecture and teaching assistants hold small group sessions, the teaching assistants should be responsible for a portion of the course grade. This indicates to both students and teaching assistants that the non-lecture portions of the course are important.

Keep in touch with your students.

For some of you, interacting with students about your academic field is one of the reasons you became a college professor. You can maintain contact with students even in large classes. Let students know early in the term that you like talking with them about the course. Come to class early and walk around chatting with those students present. Have a sign-up sheet for a weekly brown-bag breakfast or lunch. Ask for volunteers to form a weekly feedback group to meet with you.

In addition to meeting with the interested class members, you should "take the pulse" of the entire class early enough in the term to make any necessary changes based on your reading of student feedback. Use a standard form or a simple one with questions like "What do you like about the course? What would you like changed? Suggestions?" In a large class, you'll receive conflicting student advice. If feedback doesn't make sense to you, one of the campus teaching consultants at IMS can help you interpret it.

Plan all aspects of testing and grading very carefully.

Think about grading and exams when you first plan the course. Questions about exam timing and organization often begin with questions about course content. Ask yourself what content is most important, least important, stressed most in class, in assignments?

Decide who will contribute the test questions. Teaching assistants can write good questions when they are assigned a specific topic. Other considerations are:

- how many examinations and assignments are to make up the final grade?
- how is each examination and assignment to be weighted?
- what percentage of test questions should be answered by all students? the best students?
- how tests will be distributed and returned.

To avoid wasting exam time and to prevent cheating, think about the mechanics of testing large groups of people. The following procedures have been recommended by faculty members:

- have students seated by their discussion groups so that the teaching assistants can take attendance and see that only those students registered are taking the exam.
- change the order questions are placed on the page, and use different colored paper to create two forms of a test. Each form can be used in alternating rows of seats to help minimize copying.
- number each test and the answer sheets or booklets. Ask the teaching assistants to record each student's name next to the number of the booklet s/he has turned in. This process helps prevent claims of lost booklets.

Do you have to be an entertainer to teach large classes?

If large class teaching is different and difficult, is it possible for the "average" instructor to become a competent large class instructor? Based upon a number of years' experience observing and working with instructors, we think so. If you are outgoing and enjoy an audience, you can, with careful planning, teach large groups of students easily. If you become anxious speaking before large groups, you'll require a longer period of time to prepare and practice. However, you too can teach large classes well.

ADDITIONAL ASSISTANCE

The Division of Instructional Development, Office of Instructional and Management Services at the University of Illinois at Urbana-Champaign is a campus-wide unit that works with faculty, departments and colleges to promote effective instruction. For further information, contact one of the educational specialists at 307 Engineering Hall, 1308 West Green Street, Urbana, Illinois 61801. NAD '86

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Illini Instructor Series
No. 2

WORKING WITH TEACHING ASSISTANTS

Teaching a large class of undergraduates with the assistance of TAs is a special instructional situation that increases the instructor's responsibilities while also requiring extra managerial and organizational skills. The experience can be rewarding however, if attention is given to careful planning. Following are some suggestions from faculty and TAs who have had success working together.

What sort of role should I play?

First, and foremost, you are a role model - a professional. Remember this is often the TA's first experience in front of a class, and for many of them it is their first experience with the university. They will continually look to you for guidance. Not only are you responsible for conducting the course and instructing the undergraduates, but also for demonstrating to the TAs, by your example, how to teach and what it is like to be a professor.

How big a part should I play in selecting my TAs?

Be as involved as possible in hiring your TAs. Look for TAs who have expertise in the subject and are good communicators. Whenever possible, ask them why they want to be TAs. The TAs' answers can be evaluated along with information about their content expertise and communication ability in making your final decision. A good selection process should allow you to choose the best qualified candidates and appoint them as early as possible. The more advance notice your TAs have, the more they can be prepared to assist you.

When do I start planning?

The answer to this question is much the same as that for teaching a large class: start planning early. A whole semester before you are to teach is not too much time to allow.

Take care when making decisions about the course. First, decide what will be taught. Next, decide what you want the TAs to do . You will want to make decisions as to whether the TAs will:

attend lectures;
attend weekly planning sessions;
present new material;
answer questions about the lecture;
solve homework problems;
take attendance;
write and/or grade exams;
be responsible for a portion of the course grade;
assign and/or grade papers;
hold office hours.

Of course, some of the options are different for TAs conducting labs and studios. These decisions will become policies and guidelines for your TAs so that they know exactly what is expected of them.

What is my next step?

The next step is to prepare a syllabus. By writing out your plans you force yourself to organize the course into daily segments. This helps you realistically determine what can be accomplished in a semester. Knowing this, you will be better able to make decisions about what you can ask of your TAs.

A good syllabus typically contains:

1. your name, phone number, and office

hours and location;
2. a statement of purpose;
3. the objectives of the course;
4. the daily/weekly schedule for the semester;
5. the names of textbooks and supplementary readings;
6. readings or papers the students will be responsible for;
7. the course grading policy;
8. the dates of exams;
9. the dates on which papers or special projects are due.

When is the best time to first communicate with my TAs ?

Write a letter to or hold a preliminary meeting with your TAs as soon as they have been selected. If the course syllabus is ready, give it to them at this time. Give the TAs an overview of the course and of their responsibilities related to it. TAs also appreciate knowing something about you and your academic interests, and about the place of the course in the curriculum.

As you discuss your policies and guidelines for the course, you may want to include recommending additional readings on class topics so that inexperienced TAs can familiarize themselves with the content. You may also have experienced TAs meet the new TAs to talk about some of the problems they have encountered and how they handled them.

If you have more than three TAs, you may find it effective to appoint one of them to be the head TA to act as a coordinator and liaison between the others and you. It is also helpful, when possible, to have experienced and new TAs, as well as American-born and foreign-born TAs, share offices.

How do I prepare the TAs for the first day of class, and for teaching, in general?

As close to the beginning of classes as possible, provide teacher training sessions and experiences. Following are a few suggestions for you to think about as you plan this process.

1. Suggest that the TAs visit their classrooms before they teach.
2. Be available at specified times to answer TAs' questions.
3. Remind TAs of university and departmental policies regarding capricious grading, sexual harassment, etc.
4. Prepare TAs for the first day of classes. Have them:
   - Put their name, the course title, and section number on the board;
   - Introduce themselves to the class; and
   - Be prepared to discusss the material covered during the first lecture session.

TAs may also wish to have the students fill out 3 x 5 cards with information relevant to the course. These can be used for learning students' names, contacting students, taking attendance, etc.

How often should I meet with my TAs?

Most instructors meet with their TAs weekly throughout the semester. You may want to include some of the following topics for consideration at your meetings.

1. Review the content presented in the previous class and the topics to be introduced in the next one.
2. Ask TAs about course progress and problems students are having.
3. Discuss what improvements could be made. Be open and listen to what they have to say. Because TAs are often in closer contact with the students than you are, their perspectives may provide information useful for future planning.
4. Involve the TAs in managing the course whenever possible. TAs can write test questions, monitor exams, conduct review sessions, and assign grades.
5. Discuss your criteria for grading. Review the first grades or comments the TAs give. Have grading sessions with all the TAs present, at least when they begin grading homework or tests.

Do I need to monitor my TAs' progress?

No, you do not *need* to, but doing so is highly recommended. Monitoring can help TAs know how well they are doing, and is a good way to spot problems before they become serious. Several ways to provide early feedback to the TAs are available.

You may want to observe each TA's class yourself. If you do, try not to interrupt the class. Take notes if you wish and then share them outside of class and privately with the

TA.

Many instructors prefer to have students provide feedback to the TA by responding to a questionnaire. Useful information can be gathered as early as the third or fourth week of classes. Besides providing the TA with information helpful to his or her teaching, you may gain valuable insight about the course and TA from the students' perspectives.

You can recommend or require that your TAs have a videotape made of their class. Viewing the tape with the TA gives you an opportunity to provide helpful suggestions for teaching improvement. Specialists in the Instructional Development Division can make arrangements to have a class videotaped, and are experienced in providing feedback to TAs while viewing the tape.

Are TAs likely to encounter special problems?

Yes, it is safe to say that many will. Most problems are predictable and can be discussed in the orientation meeting or at a later session. Classroom management problems are common. A discussion about how to handle the student who monopolizes class discussion or who talks to another student at inappropriate times is a good topic for an early meeting.

You might also want to consider providing the TAs with appropriate, sensitive responses to use when students have questions regarding the grades they have received or changes in the assignments or requirements of the course. TAs often feel they are 'caught in the middle' and are at a loss for proper responses unless you have included them in discussions of course-related changes.

Few instructors know everything about their subject. TAs need to understand that it is all right (and advisable) to say they don't have all the answers. "I don't know" is a phrase even college professors use!

Academic ethics is an important topic for discussion with your TAs. The ethical problem related to sexual harassment is a major societal concern, and other topics are important as well.

Attempt to show *no* favoritism among students.

Be available for consultation outside of class.

Avoid discussing faculty members, TAs, and other students with your students.

Quizzes and tests should represent the course content and objectives and be graded fairly.

Finally, be sure TAs recognize their limits in helping students. Make them aware of the student resources that are available on our campus, such as the health services, career and personal counseling, tutoring, and meetings for students with unusual levels of test anxiety or stress. Have TAs encourage their students with problems to contact the Student Services Center (3-3701).

Reminder

TAs are hired to help undergraduates get the best education possible. They are also responsible for their academic work. By supporting them in these roles, you are giving them important skills whether they remain in academic life or enter other professions. You are also increasing your effectiveness as a faculty member.

ADDITIONAL HELP

The Division of Instructional Development of the Office of Instructional and Management Services at the University of Illinois at Urbana-Champaign is a campus-wide unit of specialists who work with faculty, departments and colleges to promote effective instruction. Within this division the Campus Teaching Program assists faculty members and departments in providing their TAs with experiences to improve their teaching effectiveness. Individual programs are designed to meet the specific needs of those who request the service.

For further information contact:

307 Engineering Hall

1308 West Green Street, Urbana 61801 (217) 333-3370

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No. 3

PREPARING A COURSE SYLLABUS

A syllabus is the basic document developed by instructors to reflect their planning for a course. The chief purpose of a syllabus is to help the instructor present an organized, coherent, and academically responsible course. It also provides structure to students taking the course and serves as a guide for TAs working with the instructor. Once the syllabus is complete, instructors can rightfully feel they have realistically accomplished an important part of their responsibilities for teaching their course.

What is the rationale for having a syllabus?

The rationale is based on information received from instructors who have successfully developed syllabi for their courses. Most instructors agree that an effective syllabus accomplishes the following:

1. requires instructors to organize early (experienced instructors know this is essential to a successful class);
2. helps students understand what is expected of them from the start of the course and efficiently plan their semester;
3. reduces opportunities for capricious grading charges;
4. presents a positive image to students (a well-prepared syllabus is evidence that you take teaching seriously);
5. provides pertinent information about the course to your departmental office and colleagues.

How do you get started?

Begin by studying syllabi from other instructors. Request copies from colleagues with reputations for being successful teachers. Specialists in the Instructional Development Division of IMS have a variety of examples as well. You might also ask colleagues what has and has not worked for them. Question them as to why they chose one format over another.

Once you have examined a number of syllabi, your next step is to determine a format which suits you and the course you will teach. Because syllabi vary as to format and content, you will have many choices. There is no one correct form to follow.

It is important to be aware of university policies and regulations related to examinations, academic dishonesty, and other matters that affect you, your TAs and your students. Become familiar with the school calendar. Check for religious holidays not in the calendar, or those not honored by the campus. These may not be official holidays to the university, but they may be days when many of your students will be absent. Remember to check sporting event calendars as well.

The "Code on Campus Affairs and Regulations Applying to all Students" is available to faculty members from the Office of Admissions and Records or through their departments. The school calendar can be found in current issues of the campus phone book or semester timetable.

What do you include in your syllabus?

Your syllabus can include as little or as much as you want. Experienced instructors include more rather than less material. Instructors who have used a syllabus for a period of time generally agree that certain topics should be considered.

1. Relevant information about the course

This information should include the current year and semester, the course title and number, and the meeting time and location. In addition, it should include the instructor's name, office and phone numbers, and office location and hours. This should be placed at the beginning of the syllabus.

2. A clear statement of course objectives

Course objectives are unambiguous statements of learning outcomes. They are of most use to students when the language used describes what the student will be expected to know or accomplish rather than what the instructor intends to do during the semester.

3. A description of the means (or activities) by which the course objectives will be met

This is *not* to be confused with a list of assignments. It is rather, a description of activities that the course will include. The description might include such activities as field-trips, readings, lectures, discussion sessions, discussions with active participation, research projects, laboratory assignments, problem sets, group presentations, case studies, or guest lecturers. Also, the amount of student study time you estimate for the activity can be included in the description.

4. *A list of resources available to the students*

The most important item to be included in this section is the required text and reading assignments. Because it is helpful to many students to have alternative readings, these can be included here as well. If you plan to make sample tests, tapes of the lectures, or sample projects available to the students, mention these items in this section.

5. A statement of grading criteria

A lengthy description is not necessary. Most faculty suggest that the statement contain only the assignments and tests along with the grading weights of each. Other grading practices you plan to use, such as a grade for participation in class discussion, or an adjusted normal curve, can be included here.

6. A schedule

This is probably the most time-consuming part of preparing your syllabus. In terms of course organization, the rewards for doing it are well worth the effort. The schedule should contain dates with the corresponding sequence of lecture or lab topics, the preparations you suggest, and the assignments which will be due. A typical format is a table like the following:

date	topic	activities	assignments	due date

Mapping out this daily/weekly schedule with midterm and final dates, as well as holidays, lets you know exactly how many class days are available to you and what is expected of the students on each day.

7. A discussion of course policy

Policies need to be clearly stated regarding: attendance; below average performance; discipline; excuses from tests; quizzes and assignments; cheating; and plagiarism. It is important that the language you select be direct, matter of fact, and in a non-punishing tone. Once you have written this section, have others read it for feedback as to its clarity, completeness, and tone.

Once class begins, how do you best use your new syllabus?

While there is no one particular rule to follow,

there are a few suggestions that have been collected from instructors who use syllabi successfully.

1. Hand out the syllabus on the first day of class.

When you do this you set the tone for the course. The syllabus lets the students know you have completed your preparation and intend to present an organized course.

2. Review and discuss the syllabus with your students.

Be prepared to answer questions about your testing and grading policies, and other matters of concern to students. Most instructors prefer to handle the initial discussion themselves, so that answers to questions about course policies are given by the major instructor rather than a TA.

3. Be prepared to alter the syllabus.

If there is a typographical error, a date which you have miswritten, or a holiday on which you have inadvertently scheduled a lecture, you can be sure that the students will spot it. It is advisable that you put in writing any changes you make concerning important items.

4. Duplicate more copies than you have students.

Be prepared to replace lost syllabi, and have copies available for students enrolling late.

A final note

A well thought out and carefully prepared syllabus becomes a clear and concrete contract between you and your students. You will know that it is useful when students want and need to refer to it frequently.

ADDITIONAL HELP

The Instructional Development Division of the Office of Instructional and Management Services at the University of Illinois at Urbana-Champaign is a campus-wide unit that works with faculty, departments and colleges to promote effective instruction.

For further information contact:
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University of Illinois at Urbana-Champaign

No. 4

PRACTICAL APPROACHES TO DEALING WITH CHEATING ON EXAMS

It is the responsibility of faculty to discourage students from cheating and not turn their back on cheating when it is detected. To meet both responsibilities, faculty need to carefully plan classroom and testing procedures which take into account the many ways in which cheating occurs, and learn how to follow institutional guidelines when imposing a penalty.

What are the responsibilities of faculty and students?

At the University of Illinois at Urbana-Champaign, the booklet, Code on Campus Affairs and Regulations Applying to All Students, is published prior to each fall semester. It is available without charge from the Office of Admissions and Records, 177 Administration Building, to all staff members and students. The Code contains the University's definition of cheating and the campus policies and guidelines for dealing with its occurrence. It is valuable to read it thoroughly before beginning instruction each semester or when writing and administering exams and quizzes.

In the August 1986 edition, Rule 64 of the Code presents the university's statement on academic integrity which pertains to all students and faculty members. In the preamble of this section it is stated that:

"The University has the responsibility for maintaining the academic integrity so as to guard the quality of scholarship on our campus and to protect those who depend on our knowledge and integrity. It is the responsibility of the student to refrain from academic dishonesty, to refrain from conduct which may lead to suspicion of academic dishonesty, and to refrain from conduct which aids others in academic dishonesty."

All instructors are responsible for the establishment and maintenance of an environment which supports academic integrity and prevents academic dishonesty.

How do students cheat?

Students cheat on exams in different and creative ways.

For example, imagine a common setting where a multiple-choice exam is being administered to students in a lecture hall or classroom. The students are instructed to sit anywhere they wish but in every other seat. The following forms of cheating have been documented:

1. Two students sitting one desk apart share an eraser. The students write answers on the eraser and pass it back and forth.
2. Students write pertinent information on the visors of their caps, shirt cuffs, or the palms of their hands.

3. Students wear a 'walkman' (portable radio with headphones) which has recordings of pertinent information.
4. Students store answers on hand calculators, then use and/or share the calculators with other students.
5. Students arrange themselves at locations and angles so that they can easily pass information. Some of these arrangements include:
   a. the 'power wedge' where students form a triangle with the knowledgeable student at the bottom point. Other participating students sit at higher levels, fanning out as the rows go upward;
   b. students sitting one seat apart but with pertinent books and papers placed on top of the separating desk;
   c. students sitting close enough to look at each other's exams.
6. Students use a code system such as tapping or hand signals to communicate back and forth.
7. 'Ghost' persons, knowledgeable in the subject, take the exam by impersonating the real student.
8. Students appear to take the exam but do not turn one in. Later the students accuse the instructor of losing the exams and demand to be given a re-test or amenable grades.
9. One student creates a diversion by asking a question of the proctor so that the proctor cannot observe other students cheating.
10. Both a 'ghost' person and the enrolled student take the exam. The 'ghost' person puts the student's name on the exam and completes it. The student takes the exam but puts a fictitious name on it. Both exams are turned in. In the end, the instructor has no alternative but to discard the extra exam.
11. Two forms (A & B) of the exam are handed out. Students, who have gotten the answers to Form A prior to the test, may be given Form B. The students are instructed to code the answer sheet with whichever exam form they were given. These students code in Form 'A' instead of 'B' and then provide the answers they have previously gotten.

What can faculty do?

Advance Communication

Whatever decisions faculty make regarding academic integrity, *it is imperative that full communication ahead of time and during the exam takes place between faculty members and their proctors.*

Faculty need to make a clear statement on the first day of class about procedures students must follow. This statement can also appear in the course syllabus, be repeated the class day before an exam, and/or as an exam begins.

Some suggested procedures for test preparation and test administration follow.

Test Preparation

1. Prepare more than one form of the exam. Possible alternatives are to have the same questions on each form but:
   a. present questions in different orders;
   b. vary the orders of the response alternatives;
   c. modify values within the same question on different forms so that responses are different (essentially parallel items may be useful where calculations are involved).
2. Pre-code answer sheets and test booklets by:
   a. using a numbering system so that the number on each test booklet matches the one on each student's answer sheet;
   b. marking the answer sheets in such a way that the coding cannot be altered, e.g., by using a 'Sharpie' felt-tip pen.

Test Administration

1. Most cheating on tests in large classes occurs when students are allowed to sit wherever they choose. It should be no surprise that cheaters choose to sit near each other! By numbering seats and tests and

then assigning students with a test to sit in the seat with the same number, cheating can be greatly minimized. Seating arrangements are effective if they are a surprise to the test takers! Students should be warned that penalties will follow if seating directions are not followed.

2. Be systematic in handing out alternate forms, assuring the alternate order. Take into account students sitting laterally as well as those sitting in front and in back of each other.
3. Always attempt to have sufficient proctors for the exam. It is hard to pick an exact ratio, but one proctor per 40 students, when the proctor does not know the students, is advisable. If the proctor does know the students, e.g., as a quiz instructor, then having the students sit together by section in preassigned seats, is advisable. This latter assists in minimizing 'ghost' exam takers because it is easier for the proctors to recognize and account for their own students.
4. When the identity of the exam takers is a concern, require students to bring their student I.D. and another form of identification to each exam. Of course, this only works if proctors carefully look at each I.D. and student!
5. Have an enrollment list or card file of names or signatures to be matched against I.D.s or exam answer sheets and checked off as the students enter (or leave) the exam room.
6. Proctors should be alert, moving around the exam room. They should not be reading or involved in unnecessary chatter with other proctors. They should never leave the students alone.
7. Any suspicious conduct by the students should be attended to *immediately.* If any conduct is suspicious (but not necessarily conclusive), you should move the students to other locations in the room. This is most successful when it is done immediately and with as little disturbance as possible. State ahead of time that you plan to follow this practice when something suspicious occurs, and that you do it as an assistance to all students involved. A statement such as this frequently helps to reduce the disturbance element.

What can you do when cheating occurs?

Charging students with cheating may not be the easiest thing you have ever done, but if you have followed the suggestions in this document, you will have an easier time than will faculty members who were less prepared. Having taken adequate preventive measures, you have fulfilled your responsibility for maintaining academic integrity and should consider the following suggestions when charging students:

1. Be certain that you are acting fairly and objectively and have all the facts.
2. Become familiar with the campus code (Rule 64 in the Code) to know the procedures to follow. The UIUC ombudsman (3-1345) is one resource for assisting you through this process. The Executive Director of the Senate Subcommittee on Student Discipline (3-0050) is another resource.
3. Speak with:
   a. your department head or chair to learn of departmental and college practices;
   b. other faculty, especially those in your department to see what they have done, and what has resulted when they have charged students with cheating.
5. Become familiar with the sanction alternatives, and at what level of these alternatives students' appeals leave your departmental jurisdiction.
6. Be able to justify the sanction you wish to impose, attempting to match it with the level or type of cheating that has taken place.
7. When your proctors or teaching assistants wish to make a charge of cheating, learn the facts surrounding their charge, and support them in pursuing appropriate action.
8. Do not make threats to students that you or the University cannot back up. For instance, once you have charged cheating, do not tell students that you are going to

"flunk them and kick them out of school." Rule 64 in the Code states that while UIUC faculty have the independent authority to give reduced or failing grades on assignments and exams, and in a course, they can only recommend a suspension or dismissal! By being knowledgeable about the Code, you can be better assured of commenting appropriately to students.

9. Remember that a system for appealing all sanctions has been established for all students.

Remember: The UIUC Code states that once you are aware that cheating has occurred, you have a responsibility to make a charge. Your responsibility extends to all of your students who do not cheat, as well as to your colleagues and teaching assistants.

What takes place when you take action?

Once you have formally charged a student with cheating, the UIUC process is set in motion. When students decide to appeal the charge, we urge you to continually communicate with your department head as the appeal process moves through its stages. Knowing what is in the Code is essential. Listed below are additional thoughts.

- All students at the UIUC (and most institutions of higher learning) have the opportunity to appeal charges of cheating.
- Prepare yourself for moments of uneasy feelings. These are common and do not mean that you have made a mistake or are being unreasonable. These moments may also occur well after the entire procedure is over.
- Support your teaching assistants/proctors in handling the pressures incurred. They will be looking to you for guidance more so at this time than at any other.

FINAL WORDS

It is much easier for students to meet their obligations for academic integrity when faculty create conditions which minimize cheating, and deal fairly with cheating when it does occur.

ADDITIONAL HELP

The Instructional Development (3-3370) and Measurement and Evaluation (3-3490) Divisions of the Office of Instructional and Management Services at the University of Illinois at Urbana-Champaign are campus-wide units which work with faculty, departments and colleges to promote effective instruction.

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